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ABSTRACT

A study was conducted to identify the criteria of the fundamental speech program at Florida Junior College at Jacksonville; devise pragmatic methods of evaluation of student speaking, listening, and cognitive knowledge measurement activities; and to apply those criteriato a study group of 15 students and determine the validity of the evaluations. Conscious of admonitions from published research and accountability mandates, three speech communication instructors developed common evaluation instruments for measuring their students' speaking, listening, and cognitive knowledge ability. At midterm, the students (five from each instructor's class) were asked to (1) prepare and deliver a four-minute extemporaneous informative speech (speaking test); (2) observe a videotaped speech by another student speaker and respond in a written form to a measurement instrument of that speech and delivery (listening test); and (3) reply in written form to a multiple choice measurement instrument of cognitive knowledge of speech and the speechmaking process (objective test). The implied hypothesis that efficient measurement instruments should afford a more significant assessment of speech activity was supported by the results of the experiment. There was more homogeneity and less dispersion in the listening test, with more cluster apparent around the mean. The objective test, however, showed greater dispersion, with the speech test showing more dispersion than the listening test, but less dispersion than the objective test. The objective test presented the most difficulty for students, while the speech test proved the most successful of the three activities. (A list of required speech skills, and the three tests are appended.) (HTH)

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An Experimental Study of Evaluation Criteria for Speaking, Listening, and Cognitive Knowledge Activities at the Florida Junior College

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PURPOSE

Developing oral communication competence skills has long been recognized as an important objective of higher education. Adhering to the most current definitions of communication competence as "the ability of an individual to demonstrate knowledge of the appropriate communicative behavior in a given situation" and "the ability of an interactant to choose among available communicative behaviors in order that he (she) may successfully accomplish his (her) own interpersonal goals during an encounter while maintaining the face and line of the situation,"[1] a fundamental course in speech is now required by many academic divisions in most American universities, colleges, junior and community colleges and other specialized training institutions.[2] Because of the variables that are present in any speech making situation, however, all speech educators/critics must address the need for viable evaluations of student efforts to combine the intellectual integrity of speechmaking with their needs and abilities to become capable, responsible thinkers and speakers. Additionally, a legal mandate for educational accountability of Florida's undergraduate

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[1] James C. McCroskey, Communication Competence and Performance: A Research and Pedagogical Perspective, a paper presented at the Annual Meeting of the International Communication Association (Minneapolis, May 1981).

[2] "Oral Communication Assessment Procedures and Instrument Development in Higher Education: A Report by the Subcommittee for Oral Communication Assessment in Higher Education, Speech Communication Association, 1983, p. 1.

speech educators has recently emerged from Florida legislative sessions in the official adoption of the Gordon Rule.[3]

In the challenging mission statement of the American Association of Community and Junior Colleges, adopted by the AACJC Board of Directors on November 4, 1982, the focus on the primary function of advocacy is to exert leadership through service in support of community, technical, and junior colleges, as those institutions deliver accessible educational opportunities designed to address the needs of individuals, organizations, and communities forming their constituencies.[4] Embracing the AACJC statement, the philosophy of Florida Junior College at Jacksonville, asserting belief in "the worth and dignity of each individual and in the importance of education to a democratic society,"[5] strives to provide an environment conducive to individual attainment of knowledge and skills development through "programs that prepare persons to grow culturally and occupationally, thus realizing their full potential, enriching the community and, ultimately, the nation."[6] Perceiving its mission, in part, to "foster the realization of human potential by...determining the individual

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[3]The Gordon Rule. Florida State Board of Education Administrative Rules, State of Florida Department of Education (Tallahassee, Florida, 1981), 164k-164m.

[4]"Opportunity with Excellence: Mission Statement and Goals of the AACJC," Community and Junior College Journal, April 1983, p. 26.

[5]"Philosophy and Mission," Florida Junior College at Jacksonville 1983-1984 Catalog, pp. 10-11.

[6]Ibid.

learning needs of students and attempting to meet those needs."[7]

FJC recognizes in its Mission Statement the responsibility to offer students "educational experiences leading to the acquisition of functional literacy skills...(and) cultivation of values and skills in critical thinking, decision-making and problem-solving approaches to personal and societal dilemmas...(as well as) an understanding of their relationship and responsibilities to family, community and society."[8] In compliance with its basic philosophy and mission statement, FJC pledges among its institutional goals to provide the aforementioned "fundamental and literacy education; opportunities for the further development and enrichment of aesthetic values; a forum for the exchange of ideas and attitudes and the development of critical, analytical and decision-making skills; innovation and experimentation in curriculum to meet individual and community needs; quality educational opportunities for all members of the community to the extent reasonably attainable through effective use of human and material resources; and a plan for college employees' personal and professional development."[9]

Among the accountable academic studies designed to fulfill these goals is the general education communications program which includes English Composition I and II (ENC 1101 and 1102) and Fundamentals of Speech Communication (SPC 1010). While the composition courses embody the "fundamentals of effectively

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[7] Ibid.

[8] Ibid.

[9] Ibid.

expressing ideas with emphasis on various forms of expository writing, logical and imaginative thinking and reading for understanding...(with) instruction in sentence structure, diction, organization of short essays and correct usage of standard American English... including study and practice in research writing,"[10] the fundamental speech communication course focuses on the "principles and procedures that promote effective communication through speaking and listening skills, including message composition involving idea and information acquisition, determination of purpose, and analysis of audience. Also included are message transmittal involving vocal variations, articulation and appropriate levels of language usage, and listening for both literal and critical comprehension,"[11] all designed to afford the student communication competence.

The specific purpose of this study is:

(1) to identify the criteria of the fundamental speech program at Florida Junior College at Jacksonville, establishing the pertinent differences between the students, instructional personnel, and basic teaching methods and materials;

(2) to devise pragmatic methods of evaluation of student speaking, listening, and cognitive knowledge measurement activities;

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[10]"College Credit Course Descriptions," Florida Junior College at Jacksonville 1983-1984 Catalog, p. 146.

[11]Ibid., pp. 189-190.

(3) to apply the established evaluation criteria to a controlled study group of fifteen (15) students;

(4) to examine the results of the evaluations;

(5) to determine the validity of the evaluation(s).

THE PROBLEM

Florida Junior College at Jacksonville is actively involved in the current movement toward classroom accountability and competency-based certification of its instructional personnel. This, of course, is not unique with FJC. With the continued increases in teaching salaries, operating expenses, and new facilities, school governing bodies throughout the United States are understandably seeking ways to determine the value of existing programs and personnel. In a 1976 article published in Communication Education, a teacher of Speech Communication at Wauwatosa East High School in Wauwatosa, Wisconsin, Craig R. Streff, shared a recent letter from Kathleen Galvin, Chairperson, Department of Speech Education, Northwestern University, in which evidence was presented that "many school districts are requiring justification for maintaining programs,"[12] therefore a need for critiquing and accountability instruments cannot be ignored. Additionally, Mr. Streff included evidence from Michael Shugrue of the City College of New York, keynote speaker to the Wisconsin Communication Association in 1974, that as early as May of 1974, twenty-four (24) states had already adopted "performance-based" certification criteria which translates into an urgency for instructional personnel to approach their discipline(s) with accountability in mind.[13]

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[12]Craig R. Streff, "Accountability, Behavioral Evidences of Learning and the Discipline of Speech Communication," Communication Education, January 1976, 25, p. 27.

[13]Ibid.

But to whom should academe be accountable? Roderick P. Hart, Assistant Professor of Communications at Purdue University, has maintained that:

> ...of all the ugly words to beset higher education of late, the most vexing seems to be "accountability." Suddenly, it would seem, college administrators, state legislators, trustees, alumni, and last but not least, the increasingly burdened taxpayer are beginning to make hostile, indecently pragmatic assaults on academe. They require, of all things, for educators to render an accounting, to demonstrate how their pedagogical product "stacks up" against more tangible community services, namely parking garages and land fills. Educators have been quick to respond to such invitation-shrouded attacks and their rhetoric-of-paranoia is a thing of beauty to behold: "education is not a market-place commodity," or "you can't treat learning in dollars and cents terms," or "who asked you anyhow?" [14]

Professor Hart's assessment of the accountability trend recognized that:

> No matter how the controversy surrounding accountability is resolved, the most novel aspect of the issue is that suddenly taxpayers and state legislators are asking <u>sociological</u> questions of educational institutions: In what way, by what means, and to what end... what good are you?... we are, increasingly, being asked to develop more arguments for our continued, expensive existence.[15]

More specifically, Professor Hart's attitude toward speech communication's <u>raison d'etre</u> has consistently been

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[14]Roderick P. Hart, <u>The Mission of Speech Communications: Social Perspective</u>, a paper presented at the Annual Meeting of the Speech Communication Association (Chicago, December, 1972).

[15]<u>Ibid</u>.

that "there are many compelling 'academic' arguments (but also) the field of speech communication (is) qualified to assist in the resolution of social exigencies while at the same time fulfilling a number of important human needs... In a sense... ya (sic) can't help but make horrendously ericsegalism statements like 'Speech communication is not having to say you're sorry.'"[16]

Sharon Ratliffe, in a 1973 paper presented at the Annual Meeting of the Nebraska Speech Association, concurred with C. A. Bowers, Chairman of the Department of Educational Foundations at the University of Oregon, that "all teachers should be held accountable for teaching students...the basic tools of communication... (but that) if a teacher -- or an educational system -- is to be accountable for anything, society must first establish what its goals are...."[17]

With such challenges for accountability frameworks also coming from individual school boards and governing bodies of higher education, both public and private, the demand for official recognition of accountability in every discipline has grown to a point where recent legislative sessions throughout the United States have addressed and acted upon the problem, with accountability mandates emerging through such official adoptions as the Gordon Rule of the Florida State Board of Education Administrative Rules.[18]

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[16] Ibid.

[17] Sharon A. Ratliffe, Accountability: Who's Accountable to Whom?, a paper presented at the Annual Meeting of the Nebraska Speech Association (October, 1973).

[18] The Gordon Rule, 164k-164m.

In the spring of 1979, the Florida Legislature enacted CS/HB 1689, a bill designed to improve the quality of post-secondary education in Florida. Charged with the responsibility of carrying out certain provisions of this bill, the Articulation Coordinating Committee established the Essential Academic Skills Project to identify essential skills, obtain a consensus model of competencies considered essential to success in college by reviewing and responding to the identified skills, and identify tests and other means of measuring proficiency in the essential skills.[19]

The final list of competencies, adopted in February, 1981, reflect the criteria in competence theory and practice advocated by such professional organizations as the National Council of Teachers of English, College Composition and Communication Conference, and the Speech Communication Association, in that they indicate (1) what the instructor is expected to include in his teaching; (2) what the student is expected to know and be able to do; (3) what skills can be measured to assess competence; (4) that the competencies are generalized beyond the discipline in which they are learned; and (5) that the skills and the competencies to which they lead are measurable.[20]

The essential skills of reading, listening, writing, speaking, and mathematical understanding are prerequisites and also

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[19]Richard L. Quianthy, A Report on the Florida College Level Academics Skills Test, a paper presented at the Speech Communication Association Convention (Orlando, November, 1983).

[20]Ibid.

continuing criteria for student ability to take full advantage of the learning opportunities provided by a college education. Rather than discourage students from seeking college educations, the intent of implementing testing programs to measure essential skills should ascertain that the degree of proficiency needed to succeed at various points on the academic continuum will have been achieved by students in the public post-secondary system in Florida as they complete their first two years of college and (in a majority of cases) prepare to enter a baccalaureate program.[21] It is also the intent that such implementation should prevent "repeated failures or the awarding of degrees which do not adequately represent the knowledge and skills students can legitimately expect to have acquired upon completion of the baccalaureate."[22]

What is unique in terms of the Florida Junior College approach to satisfying the Gordon Rule is found in part in this pilot study to determine how accountability measurement might best be served if and when speech communication becomes a viable part of the assigned college-approved College-Level Academic Skills Test (CLAST) Assurance Examination, which began testing on a pilot basis during winter term, 1984, in English Composition (ENC 1101) and computation courses (Intermediate Algebra/MAT 1033, College Algebra/MAC 1104, College Mathematics/MGF 1204, Elementary Statistics/STA 1014).[23] Although not yet a part of the

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[21] Ibid.

[22] Ibid.

[23] "Instruction Standards," Florida Junior College Administrative Policy Statement, revised October 27, 1983.

CLAST initial program, speech communication courses at FJC require certification of 3,000 written words per student, and there is a consensus among educators and legislators alike that CLAST participation is inevitable.

Basic courses in speech communication have "long been populated by a veritable potpourri of students, a clientele which is, in a sense, a microcosm of society at large,"[24] and Florida Junior College at Jacksonville speech courses accentuate that characteristic. FJC has a multi-campus arrangement consisting of four major campuses (i.e., Downtown Campus, North Campus, South Campus, Kent Campus) and numerous fluctuating satellite installations in three counties (Duval, Nassau, Clay), including GED high school completion programs, both college-credit and non-credit enrichment courses, and many end-of-the-line technical programs. The student population is just as diverse as the campus and program facilities, with college-transfer students; terminal degree students; part-time students working full-time jobs; full-time students working part-time jobs; commuting students from surrounding geographic areas; foreign-born students; physically handicapped students; young studnets; older students; students of divergent heritage and socio-economic environments.

In direct relation to the diversity of the student populace are the disparate professional backgrounds and teaching techniques of the speech faculty. For example, of the fifteen

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[24]Hart, p. 4.

full-time instructors involved in teaching the FJC speech fundamentals courses, only four are fully certified (degreed speech majors) in speech and, of these four, only three teach speech exclusively. The remainder of the instructional personnel are fully certified in related areas such as English or the Humanities, and they teach one or two sections of the fundamentals course, devoting the bulk of their energies to their major fields of certification. (One instructor on the Kent Campus is currently certified only in geography, although he is steadily accumulating speech credentials through the institution's faculty professional development program.)

While this may seem to be an unusual situation, research proves that it is close to the norm, with high school programs being even more lax about speech credentials/accountability than is the college level instructional network. Roy M. Berko's Trends and Directions in Community College Speech reveals that at least "ten per cent of the people teaching speech at the junior college level have no degree of any kind in speech. One school reported 'Four of us teach speech -- none of us has a degree of any kind in speech.'...Many schools are (also) staffed by instructors who seem to be holding to traditional speech teaching methodologies primarily because of the lack of updating their educational background."[25] This can be damaging to the student's potential development in the fundamentals course.

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[25]Roy M. Berko, Trends and Directions in Community College Speech, a paper presented at the Convention of the Central States Speech Association (Chicago, April, 1972).

With such disparate elements and obstacles to surmount, the need for accountability becomes more acute. Nationwide research in the area of:

> content of the most commonly taught course -- Fundamentals -- indicates that platform speaking, with traditional speech preparation and development, constitute the bulk of the material being covered in the classes. Presentation of seven to nine formal speeches -- the average revealed by survey -- (however) can be an almost meaningless series of exercises unless careful determination of desired outcomes confirms the legitimacy of such exercises. If the major purpose of a speech course is to teach meaningful oral communication, a question which should be answered by those responsible for the development of the speech program is, "When the students leave this institution after having taken their speech course(s), will they be better able to communicate than when they entered?" Courses offered should demonstrably achieve this in some realistic fashion, else their legitimacy deserves to be challenged.[26]

Again, recognizing its responsibility to the student and to society as a whole, FJC has recently restructured its credentialing/certification procedures to insure responsible instruction in the classroom.

Additionally, in compliance with a recent recertification process with the Southern Association, and in an effort to comply equally with the proposed CLAST guidelines for speech course responsibilities (Appendix A), FJC speech faculty has revised the college-wide course outline for the Fundamentals of Speech Communication (SPC 1010).

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[26] Ibid.

Still the most obvious unresolved problem in speech communication courses lies in the area of evaluation(s). Jo Sprague, who defines the process of evaluation as "assigning numbers according to rules,"[27] has found through extensive research that:

> as early as the 1940's we had empirical evidence that speech teachers were not applying valid or reliable measures to the effectiveness of speech performances. Thirty years later, after extensive research into rating behavior, rating scale development and factor analytical studies of perceived communication effectiveness, where do we stand? In a (recent) paper presented at the Western Speech Communication Convention, Larry Steward reviewed the research in this area and drew the... conclusions,,,"study after study indicates that we as teachers differ widely with each other, and even with ourselves over time... the thrust of the research is that, if we decided on a single system of evaluation, provided training for all of us to make evaluations in that single system, and then did not allow anyone to make evaluations until after several years of service, then we might achieve reliable results... I must report that there is less room for optimism now, as to the discovery of an efficient method of evaluation, than there was in 1943.[28]

Carl E. Larson, in assessing the same problem with measurement, concludes that "speech behavior is the phenomenon we can all 'observe;' we simply ask different

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[27] Jo Sprague, Evaluation: Problems in Evaluating Speech Communication Performance, a paper presented at the Annual Meeting of the Speech Communication Association (San Francisco, 1971).

[28] Ibid.

questions about it"[29]...and that "unfortunately, relatively little consensus has emerged among individuals investigating communicative behavior concerning what (if any) its boundaries are"[30]... "although competence is usually assessed through objective-referenced or criteria-referenced tests."[31]

Such research findings are discouraging, but they do reinforce the need for evaluation processes to continue. Loren J. Anderson, on a more optimistic level, views the measurement procedure as:

> nearly infinite in number. Perhaps the only real limitations... are the department's supply of ditto paper and the instructor's need for sleep. The available strategies range from recall tests that measure information gain to attitude scales which measure persuasiveness, and observation procedures that measure behavior change. Regardless of the procedure used, a useful classroom instrument must (1) tap responses which are consistent with the source's objective, (2) be efficient to administer and tabulate, and (3) provide data which is easy to interpret and apply.[32]

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[29]Carl E. Larson, "Problems in Assessing Functional Communication," Communication Education, November, 1978, 27, p. 305.

[30]Ibid., p. 306.

[31]Ibid., p. 307.

[32]Loren J. Anderson, Applications from Research Concerning Audience Measurement in the Basic Speech Course, a paper presented at the Convention of the Central States Speech Association (Chicago, April 7, 1972).

PROCEDURE

Conscious of the admonitions from published research, but also aware of the Gordon Rule with its impending CLAST speech requirements, John MacDonald (Kent Campus), Dr. Mary Louise Shannon (Downtown Campus), and Marilyn DeSimone (Kent Campus), professors of speech communications at Florida Junior College at Jacksonville, determined to develop common evaluation instruments for measuring their students' soeaking, listening, and cognitive knowledge abilities, hopeful that the instruments might also prove to be useful in terms of helping to prepare future students for CLAST. Encouraged by John Wiemann's observations that "the assessment technologies of functional competencies are still in embryonic stages,"[33] and observing Anderson's aforementioned recommendations, Professors MacDonald, Shannon, and DeSimone selected a control group of fifteen (15) students to participate in the experimental study. (Each instructor chose five students at random from among his (her) own classes of Fundamentals of Speech Communication (SPC 1010) during the winter term, 1984.)

The students participated only in regular class instruction and activities until the mid-term point in the course, at which time each of the test group participants was asked to complete three (3) special assignments: (1) prepare and deliver a four-minute extemporaneous informative speech, focusing on

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[33]John M. Wiemann, "Needed Research and Training in Speaking and Listening Literacy," Communication Education, November, 1978, 27, pp. 310.

one idea, using a minimum of three (3) verbal supports embodied within a formal framework of introduction, body, and conclusion; (2) observe a video-taped speech by another student speaker, not a member of any of the participants' speech class sections, and respond in written form to a measurement instrument of that speech/delivery (Appendix B); and (3) reply in written form to a multiple-choice measurement instrument of cognitive knowledge of speech and the speechmaking process (Appendix C).

The instructors employed common textbooks[34] for instructional purposes in the classroom and agreed upon common evaluation instruments for all three assignments. Following Wiemann's recommendations to use video-taping of student speeches[35], the students and instructors were allowed more flexibility in their time-frames for accomplishing the speaking task, which took place in the video classrooms at their respective campuses (Downtown or Kent). The listening experience and the cognitive knowledge test were administered by the individual instructor to his (her) five members of the larger test group.

The individual instructor "scored" the listening and cognitive knowledge test instruments of his (her) respective students and recorded the scores for later tabulation(s).

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[34]Douglas Ehninger, et al, Principles of Speech Communication: 9th Brief Edition (Scott Foresman and Company, 1982, and Stephan E. Lucas, The Art of Public Speaking (Random House, Inc., 1983).

[35]Wiemann, p. 311.

Because of the video procedure, the instructors were allowed flexibility in viewing and evaluating on a common measurement instrument (Appendix D) the tapes of the students' speeches.

Upon completion of all three tasks, the instructors dismissed the students from the study group and began the process of evaluation, tabulation of the evaluation results, and an assessment of the validity of the experimental study.

RESULTS OF THE TESTS

Table I shows means of 84.9 for the Listening test, 74.6 for the Objective test, and 87.1 for the Speech test. The standard deviation is 7.12 for the Listening test, 8.94 for the Objective test, and 8.45 for the Speech test.

Table II shows Speech test evaluations means of 83.4 for Professor I, 91 for Professor II, and 87 for Professor III. The standard deviation is 11.63 for Professor I, 7.16 for Professor II, and 9.00 for Professor III.

Table III (Comparison of "t" tests) shows 4.918 for the Listening test and Objective test, -1.0867 for the Listening test and speech test, and 5.547 for the Objective test and Speech test comparisons. There is a significant "t" comparison difference for the Listening and Objective tests, as is the difference for the Objective and Speech tests. However, the "t" comparison for the Listening and Speech tests show no significant difference.

Table IV ("t" comparison of teacher ratings) shows -3.048 for Professors I and II, 1.340 for Professors I and III, and 1.904 for Professors II and III. There is a significant difference between Professors I and II. There is no significant difference between Professors I and III and/or Professors II and III.

TABLE I

	LT	OT	ST
Means	84.9	74.6	87.1
Standard Deviation	7.12	8.94	8.45

*LT--Listening text

*OT--Objective test

*ST--Speech test

TABLE II

SPEECH TEST

	I	II	III
Means	83.4	91	87
Standard Deviation	11.63	7.16	9.00

*Professor I

*Professor II

*Professor III

TABLE III

Comparison of "t" tests

LT/OT	LT/ST	OT/ST
4.918	-1.0867	5.547

*Listening text--LT

*Objective test--OT

*Speech test--ST

TABLE IV

"t" Comparison of teacher rating

I-II	I-III	II-III
-2.048	1.340	1.904

*Professor I

*Professor II

*Professor III

DISCUSSION

The study provided interesting experimentation and intriguing results in examining the abilities of junior college students in speech communication procedures, and in trying to develop viable measurement instruments for each of the three activities. While it had been assumed that the students might perform more significantly in the speaking and listening tests, primarily because of the differences in the abstract nature of the cognitive knowledge examination and the more tangible reward of the immediate interaction/response of the speaking and listening situations, it was not anticipated the the differences would be so significant.

The completed evaluation instruments were tabulated and compiled into a standard deviation response table. The means were determined accordingly and compared (Tables I and II), with the appropriate standard deviations noted (Tables I and II), and comparisons of "t" values were applied to confirm the experiment.

The implied hypothesis that efficient measurement instruments should afford a more significant assessment of the speech activity was supported by the results of the experiment. There is more homogenity, less dispersion, in the Listening test with more cluster apparent around the mean. The objective test, however, shows greater dispersion, with the Speech test showing more dispersion than

the Listening test, but less dispersion then in the Objective test (the significance of the dispersion in the Objective test might lie, in part, as a result of a difference in speech textbooks in use from one instructor to another -- Professors I and III use Ehninger, Professor II uses Lucas).

In Table II, Professor II showed the least dispersion and the highest mean. Professor I shows the highest dispersion and the lowest mean. Professor III showed a middle path between the two.

The comparisons of "t" tests in Table III again showed a close correlation between Listening and Speech tests, and much less dispersity than the differences between the Listening and Objective tests and the differences between the Objective and Speech tests. The latter dispersity was the highest.

The Objective test presented the most difficulty to to students, while the Speech test, in most cases, provided the most successful of the three activity experiences.

CONCLUSION

The Speech Communication Association distributed its own definition of the mission of speech communication in 1972 at a conference held specifically for that purpose. In attempting to link that mission to the social forces we seek to deal with, the Speech Communication Association stated:

> The exponential increase in communication confronts men with himself in all his forms and textures, yielding the hope of new solidarity among peoples -- in the future. But communication technology presently is the means of contagious uneasiness, aggravating anxieties and hostilities, often distorting the fragile structure of the human dialogue. John Dewey's dictum contains new urgency: "Improvement of the methods and means of debate, discussion, and persuasion is the need of a democratic society." Joining the rigors of scientific experiment in laboratory, library, and field, speech communication must validate that knowledge which can strengthen the self-to-other relations of man.[36]

Since the primary concern of this limited experimental study was to validate CLAST standards required of speech communications in measurable speaking, listening, and cognitive knowledge exercises, results of the testing instruments indicate these standards have been met. Specific information pertaining to speaking and listening apparently was assimilated by the students of all three professors, although general materials of the cognitive knowledge area of the study were not as readily assimilated. Still, the

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[36]Hart, p. 7.

significance was not great enough to invalidate the overall results of the experiment for "some of the greatest scholars in public address are pitiful public speakers and vice-versa."[37]

Sharon Ratliffe's concern for educational accountability stimulating positive revolutions in speech communications, as well as in many other disciplines, concurs with Michael Shugrue, English Secretary for the Modern Language Association, in his charge that:

> It should be clear that the demand for educational accountability in teaching and learning of language in all its uses is working a revolution in English and Speech Communications, a revolution coming slowly, to be sure, but a revolution of profound significance...our best scholars have begun to define aims and goals which will affect classrooms from the elementary classrooms to the graduate departments... those of us who share in the developing of our students will have found our educational objectives. And these objectives will provide us with the accountability we are asked to render.[38]

Speech faculty at Florida Junior College concur with Mr. Shugrue's vision of communication potential for the individual and society at large.

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[37] McCroskey, p. 4.

[38] Ratliffe, p. 10.

Appendix A

ESSENTIAL COLLEGE LEVEL SKILLS FOR WHICH SPEECH 1010 IS RESPONSIBLE

THE STUDENT LISTENS WITH LITERAL COMPREHENSION

1. RECOGNIZES MAIN IDEAS
2. IDENTIFIES SUPPORTING DETAILS
3. RECOGNIZES EXPLICIT RELATIONSHIPS AMONG IDEAS
4. RECALLS BASIC IDEAS AND DETAILS

THE STUDENT LISTENS WITH CRITICAL COMPREHENSION

1. PERCEIVES THE SPEAKER'S PURPOSE OF ORGANIZATION AND INFORMATION
2. DISCRIMINATES BETWEEN STATEMENTS OF FACT AND STATEMENTS OF OPINION
3. DISTINGUISHES BETWEEN EMOTIONAL AND LOGICAL ARGUMENTS
4. DETECTS BIAS AND PREJUDICE
5. RECOGNIZES THE SPEAKER'S ATTITUDE
6. SYNTHESIZES AND EVALUATES BY DRAWING LOGICAL INFERENCES AND CONCLUSIONS
7. RECALLS THE IMPLICATIONS AND ARGUMENTS

THE STUDENT COMPOSES THE MESSAGE, PROVIDING IDEAS AND INFORMATION SUITABLE TO TOPIC PURPOSE AND AUDIENCE

1. DETERMINES THE PURPOSE OF THE ORAL DISCOURSE
2. CHOOSES A TOPIC AND RESTRICTS IT ACCORDING TO PURPOSE AND AUDIENCE
3. FULFILLS THE PURPOSE BY:
   FORMULATING A THESIS STATEMENT
   PROVIDING ADEQUATE SUPPORT MATERIAL
   SELECTING A SUITABLE ORGANIZATION PATTERN
   DEMONSTRATING CAREFUL CHOICE OF WORDS
   PROVIDING EFFECTIVE TRANSITIONS

THE STUDENT TRANSMITS THE MESSAGE, USING ORAL DELIVERY SKILLS SUITABLE TO THE AUDIENCE AND THE OCCASION

1. EMPLOYS VOCAL VARIETY IN RATE, PITCH, AND INTENSITY
2. ARTICULATES CLEARLY
3. EMPLOYS THE LEVEL OF AMERICAN ENGLISH APPROPRIATE TO THE DESIGNATED AUDIENCE
4. DEMONSTRATES NONVERBAL BEHAVIOR WHICH SUPPORTS THE VERBAL MESSAGE WITH EYE CONTACT AND APPROPRIATE POSTURE, GESTURES, FACIAL EXPRESSIONS, ETC.

CLAST Test for Listening Skills

I. The main purpose of the speech is
   A. to entertain
   B. to inform
   C. to persuade

II. The speaker uses the anecedote to introduce
   A. details of death
   B. the main point
   C. persuasive statistics

III. The anecdotes used in the introduction arouses interest by
   A. using supporting details
   B. stressing suspense factors
   C. revealing spatial facts

IV. The introduction of the speech is worded to show
   A. the speaker's attitude
   B. to create fear
   C. to reveal testimony

V. The central idea is defined
   A. using etymology
   B. using a quotation
   C. using bias and prejudice

T or F

5. A hypothetical illustration is that of a housewife cooking green beans.

6. Contrast and comparison is used to explain toxicity of botulism.

7. The dangers of botulism are described with startling statements.

8. The speaker's use of description arouses emotion.

9. Avoiding botulism is the speaker's purpose.

10. Logical suggestions are used by the speaker to achieve the purpose.

11. Specific references are used by the speaker for authenticity.

12. Restatement is used by the speaker in the conclusion.

13. Orderly organization is used to explain the process of botulism.

14. Contrast is used in the process of description.

15. Emotional arguments are presented for effect.

16. Recall of basic ideas reveals speaker's concern.

17. Supporting details expand the central idea.

18. Transition is used to connect bridges of thought.

19. A time-ordered sequence leads to a conclusion.

20. The speech topic concerns the needs of the audience.

ASSESSING SPEECH COMMUNICATION KNOWLEDGE

1. The form of support which narrates an incident in detail to bring out the point you are trying to make is the a) specific instance; b) illustration; c) analogy.

2. The hypothetical illustration a) tells a story that has actually happened; b) tells a story that could happen or will happen; c) points out similarities between that which is known and that which is not known.

3. Specific instances are a) statistics; b) condensed forms of factual illustrations; c) narratives describing in detail specific events as they actually occurred.

4. A form of support which is powerful proof is a) hypothetical illustration; b) figurative analogy; c) statistics.

5. The primary value of factual illustration is a) the sense of reality it creates; b) its usefulness in showing the proportions of instances of a certain kind; c) its ability to show the frequency of an occurrence.

6. The statement of a qualified expert to support the ideas of a speaker is called a) illustration; b) testimony; c) specific instances.

7. Restatement, as a form of support, is a) repetition of the basic idea of the speech exactly as it is presented at the first of the speech; b) repetition of the basic idea expressed in more familiar terms or more vivid language; c) a short resume of the recommendations given in the speech.

8. If you were describing the evolution of the movies, you would probably use the sequence of a) space; b) problem-solution; c) time.

9. Which of the following is <u>not</u> characteristic of good outline form a) subordination; b) brevity; c) indentation: d) consistent symbols?

10. Which of the following is not characteristic of good outline form a) complete sentences for all main points and subpoints; b) logical subordination; c) each statement a paraphrase of a paragraph in the speech; d) uniform indentation for corresponding symbols?

11. In beginning a speech, your main task is to a) put your audience at ease; b) gain attention; c) give a preliminary summary of your subject matter.

12. Beginning a speech with reference to the subject or problem and then plunging directly into the speech is a good method when your audience is a) apathetic; b) hostile; c) vitally interested.

13. A particularly good beginning for an apathetic audience might be a) reference to the subject; b) startling statement; c) personal greeting.

14. "Why is man able to perform such scientific and technological wonders as splitting the atom or conquering disease and yet finds it so difficult to manage his own human affairs?" This beginning for a speech used the method called a) quotation; b) rhetorical question; c) illustration.

15. A humorous anecdote in beginning the speech is a) generally considered trite and of little value today; b) must be directly relevant to the subject to be used correctly; c) may be on a variety of subjects so long as it is really funny and helps the audience relax.

16. "The Red Cross needs our help. I, for one, pledge my aid." This speech ending is an example of a) quotation; b) personal intention; c) summary.

17. A direct quotation to end a speech must be a) unbiased and in light vein; b) the statement of an established writer; c) directly relevant to the central idea of the speech.

18. A properly developed ending for a speech a) arouses an audience to enthusiasm and respect; b) conveys a sense of completeness and finality; c) makes the audience aware of speakers effectiveness; d) creates a desire in the audience for the speaker to continue.

19. The public speaker needs to organize his thoughts more clearly than for interpersonal communication because a) large audiences are not as smart as one's friends; b) it is harder to hear in large crowds; c) the audience cannot interrupt to ask for clarification; d) this will prevent stage fright.

20. The summary as an ending for a speech is a) equally useful whether the purpose is to convince or to inform; b) used only at the end of the speech to inform; c) used only at the end of the satisfaction step in the speech to inform.

21. What kind of introduction would be least appropriate for a skeptical, uninterested audience? a) asking a rhetorical question; b) referring to the subject; c) making a startling statement; d) using an illustration.

22. Which one of the following would not be a function of a conclusion in a speech? a) focus thought on the central theme of the speech; b) leave the audience with the proper mood; c) convey a sense of completeness to the speech; d) introduce new exciting ideas.

23. To make the audience feel you are talking to them personally could best be accomplished by which one of the following? a) hand gesture; b) eye contact; c) movement; d) conventional gestures.

24. The descriptive gestures are a) a type of conventional gesture; b) imitative of what the speaker is describing; c) based on facial expressions.

25. When a speaker uses gestures they should be a) relaxed; b) vigorous; c) definite; d) timed perfectly; e) all of these.

26. The part of the body which is probably the most expressive is/are: a) the face; b) arms and hands; c) legs and feet; d) overall posture and body position.

27. Which one of the following would not be an example of communicative behavior: a) the length of a young man's hair; b) a person sneezing; c) the type of clothing a person is wearing; d) the type of glasses a person is wearing.

28. Which of the following is not an attention factor: a) familiarity; b) loyalty; c) reality.

29. When a speaker refers directly to someone in the audience, the factor of attention employed is a) novelty; b) nearness or proximity; c) activity.

30. When a speaker talks about something that is a threat to the health of the members of the audience, the factor of attention employed is primarily a) reality; b) novelty; c) the vital.

31. Space may communicate a) status; b) love; c) dislike; d) all of these.

32. Analogy is a type of reasoning based on a) casual relationships b) classification; c) comparison; d) generalization.

33. Identify the form of support represented in the following: "This great country may be likened to the mighty Mississippi. From a humble origin, it has grown and expanded, ever widening, until it rushes, an irresistible force, to meet its destiny." a) example; b) testimony; c) statistic; d) analogy.

34. The gesture is an important part of speaking. Why? a) it can convey emotion; b) it can reduce the number of words used; c) it can give emphasis to a point; d) all of the above.

35. Which of the below is the central idea of the group of statements:
(1) The product is adequately protected from bacterial molds and yeast growth after such freezing.
(2) Quick freezing forms ice crystals.
(3) A few vegetables are preserved in this manner.
(4) A brief survey of the process of quick freezing will bring greater understanding of it.
(5) The freezing period is short.
(6) There are three main methods of quick freezing.
(7) Quick freezing can be used with a variety of foods.
(8) Quick freezing has several advantages.
(9) Fruits are frozen in this manner.
(10) Foods can be frozen by indirect contact with the refrigerant.
(11) Any meat or fish can be frozen by this process.
(12) In one method freezing takes place by direct immersion in the brine.
(13) Some foods are frozen by the use of rapid air blast.

Choices are: a) statement 4; b) statement 5; c) statement 7; d) statement 8.

36. "Size" and "contrast" are two specific types of a) novelty; b) suspense; c) the vital; d) none of these.

37. Authoritativeness and audience acceptablity are the principal tests of what kind of supporting material: a) testimony; b) analogy; c) statistics; d) none of these.

38. The general purposes of public communication considered by the author are a) past, present and future; b) inform, entertain, and persuade; c) to evaluate, to praise, and to censure; d) positive, negative, and neutral.

39. Those aspects which influence the messages people receive and how they receive them include a) how intelligent they are; b) their attitudes; c) their knowledge of the subject; d) all of the above.

40. A good public speaker works to be a) self-centered; b) audience-centered; c) message-centered; d) channel-centered.

41. Proof by authority is referred to as: a) relevance; b) example; c) testimony d) paraphrasing.

42. Bridges which connect points to each other are referred to as: a) clarification; b) transitions; c) items of indiscretion; d) troll-houses.

43. When you choose to develop your topic by describing events in a time-ordered sequence, you are using a) a spatial pattern of organization; b) a topical pattern of organization; c) a chronological pattern of organization; d) none of the above.

44. All of the following are functions of the introduction except a) to gain the attention of the audience; b) to provide the audience with background information about the topic; c) to create curiosity and to arouse interest; d) to provide a complete sentence representation for your speech.

45. Your speech topic should a) relate to the needs, concerns, and interests of your audience; b) shock and alienate your audience; c) be of interest only to you; d) none of the above.

46. The capable speechmaker makes an effort to determine a) who his/her listeners are; b) why they are coming to hear the speech; c) what they expect to gain from the speech; d) all of the above.

47. Which of the following does not constitute a message? a) head-nodding; b) clothing; c) vocal quality; d) none of the above.

48. An extemporaneous speech is: a) not planned; b) read from a script; c) planned but not read.

49. Some guidelines to reducing anxiety include: a) throw away your notes and wing it; b) know your audience while you are preparing your speech; c) remember why you bombed the first time and quit.

50. On a practical level image is: a) the way you walk, talk, behave; your profession, your expertise, your knowledge; b) your curly hair only; c) your ability to con the audience.

51. Which one of the following is not a motive appeal? a) sympathy; b) revulsion; c) sex attraction; d) objectivity; e) independence.

52. "Dramatic increases and criminal offences in the U.S. are mostly caused by poor housing" is an example of: a) not investigating enough causes; b) a connection not existing; c) cause not being allowed to operate.

53. When reasoning from example you: a) move from specific to general; b) specifics to general conclusions; c) use axioms; d) use causal relationships.

54. Which one of the following is a proposition of policy?
a) Is the Soviet Union ahead of the U.S. in the missle race?
b) Progressive education is inferior education; c) Modern art is decadent;
d) The student senate should have control over all extracurricular activities;
e) none of these.

55. The motivated sequence is: a) a type of organization that has no use for sequences such as time and special topical; b) not adapted to the development of every general end of speech; c) based on the normal process of human thinking.

56. The need step in persuasive speeches introduces: a) the proposed solution; b) the existing situation; c) theoretical demonstration; d) action to be taken.

57. "Pointing" in speech content is the term used to indicate; a) importance of subject to audience; b) sarcastic remarks; c) use of the finger to indicate direction; d) action to be taken.

58. "Pointing" should be used to some extent in all steps of the motivated sequence but receives special emphasis in the: a) satisfaction step; b) need step; c) visualization step; d) action step.

59. The method of developing the visualization step in which desirable conditions are described as they will occur if your solution is carried out is:
a) the positive method; b) the method of implication; c) the didactic method.

60. Proof of workability of a proposal is most effective when presented in the form of: a) explanation; b) personal opinion; c) actual examples; d) questions.

61. In a speech entitled "Fraternities Are A Desirable Part of College Life," you are using: a) a proposition of fact; b) a proposition of policy; c) a proposition of value.

62. If you were to support the subject given in the above question by stating that living in interdependence with others teaches you cooperation and, therefore, fraternity life teaches you cooperation, you would be reasoning from:
a) example; b) axiom; c) causal relation.

63. In the above question if you wanted to check the strength of your support, which of the following questions would you ask yourself?
a) Is the rule itself true?; b) Are there enough examples for a thorough sampling?; c) Has the cause been mistaken for the result?

64. In a speech entitled "A Full College Course of Liberal Arts Should Not Be Allowed," you are using: a) a proposition of fact; b) no particular policy; c) a proposition of policy.

65. The solution a speaker proposes in a speech to persuade is explained and developed in the: a) attention step; b) action step; c) satisfaction step; d) visualization step.

66. When the speaker anticipates objections from his listeners to the course of action he proposes, he should: a) stop in the course of the speech to ask questions; b) try to incorporate answers to the objections in the satisfaction step of his speech; c) arrange for a question and answer period after the speech.

67. The _____ method discussion is a public discussion in which each group member enters into the free interchange of ideas: a) Symposium; b) Panel; c) Persuasive; d) Forum.

68. The _____ method of discussion is a public discussion in which each group member gives a talk on one area or phase of the discussion topic: a) Panel; b) Symposium; c) Dialogue; d) Fact finding.

69. The characteristics of a group discussion are: a) Face to face interaction; b) verbal and nonverbal communication; c) Group goal; d) All of the above.

70. The purpose of group discussion is: a) information sharing; b) Problem solving; c) Conflict; d) a and b

71. Which one of the following is not considered to be an important trait for a discussion leader? a) Effective expression; b) Impartial; c) Quick thinking; d) Authoritarian.

72. "Does a college degree mean more income for individuals over a lifetime?" is a question of: a) Fact; b) Value; c) Policy; d) All of the above; e) None of the above.

73. Which one of the following is <u>not</u> a basic function of groups? a) Groups fulfill physiological and security needs; b) Groups may have an impact beyond this immediate membership; c) Groups help introverts to become extroverts. d) Groups are necessary to our democratic society.

74. Discussion: a) are useless if an agreement or decision is not reached; b) <u>Always</u> aim for an agreement, but are valuable even if one is not reached; c) Sometimes are formed merely to exchange ideas or opinions.

75. In many instances, factual information is not persuasive to a listener unless the speaker a) interprets it; b) presents it so it will be perceived; c) makes it acceptable and credible; d) makes it meaningful.

76. An attorney arguing a case in the courtroom deals mainly with speeches that affirm a) proposition of policy; b) proposition of fact; c) proposition of blame; d) proposition of value; e) proposition of belief.

77. Which one of the following statements is a fact? a) A college education is beneficial; b) Dwight D. Eisenhower was a great general; c) A good personality is essential to a successful career; d) The Olympic games were held in Munich, West Germany in 1972.

78. The ways of connecting conclusions and their support is called
a) speaking; b) reasoning; c) induction; d) deduction; e) argument from causal relations.

79. All of the following are group assets except
a) better comprehension of the decision; b) much individual domination; c) greater number of approaches to a problem; d) greater sum total of knowledge and information.

80. Monroe's Motivated Sequence contains the following steps
a) introduction, body conclusion; b) attention, need, satisfaction, visualization, action; c) attention, introduction, transition, body conclusion; d) attention, reasoning, appealing, ending.

81. An argument in which you state "All business people are suspect, and John Hamilton is a businessman, so he is suspect too" could best be described as which type of argument: a) inductive; b) deductive; c) epidictic; d) valid.

82. A speech to persuade may contain much informational material; the function of such content is
a) to make the audience think you are not trying to persaude them, thus they lower their defenses; b) to inform the audience so they understand; c) to supply the means to the end--persuasion; d) none of the above.

83. The major goal of the speech to persuade is
a) understanding and retention of knowledge by the audience; b) to have the audience enjoy the speech; c) to induce the audience to think, feel, or act as the speaker desires; d) all of the above because they all happen in a speech.

TRUE OR FALSE:

84. During your preparation for participating in a group discussion you should determine the extent of compromise you can accept on the subject to be discussed.

85. With questions of value, members of discussions seek to determine a good plan to handle a given problem.

86. A panel discussion is developed with a number of prearranged "set" speeches.

87. Unlike reasoning from example (inductive) reasoning from axiom (deductive) never produces fallacies.

88. A member in discussion will refrain from supporting his convictions.

89. The part of the discussion program in which the audience is to participate is called the forum.

90. The purpose of persuasive speaking is to gain understanding.

91. Motive appeals usually act singly.

92. A proposition of fact recommends or opposes a given course of action.

93. A proposition of fact is concerned with what is already accepted as fact.

94. A person who monopolizes the discussion often has much to contribute and should be allowed to "air" his views if other members seem to have little to say.

95. A discussion leader usually has the right to control the direction and conclusions of a problem.

96. In a speech to persuade it is not necessary to evaluate in detail the attitudes of the listener.

97. When using the motivated sequence, the five steps should all be about the same length.

98. The visualization step should be able to stand the test of reality.

99. "The CIA is spying on Americans" is a proposition of fact.

100. Persuasion is verbal communication, the prime goal of which is to influence attitudes and behaviors.

SPEAKER EVALUATION FORM

NAME_____ ASSIGNMENT _____

SECTION _____ GROUP _____

Please rate each speaker on each of the ten general criteria listed below, with 1 standing for inferior and 5 for superior. Below each general criterion are a number of specifics which define the criterion. Denote exceptional performance with a plus (+) and deficient performance with a minus (-).

RATING

I. Introduction of the Speech. . . . . _____
(+/-)

_____ Captures initial favorable attention
_____ Provides appropriate orientation
_____ Clearly indicates general and specific purpose
_____ Appropriately previews the speech plan
_____ Provides smooth transition into the body

II. Organization of the Speech. . . . . _____
(+/-)

_____ Major ideas properly established and identified
_____ Speech plan clear
_____ Full and balanced coverage of subject
_____ Appropriate summaries
_____ Major ideas systematically arranged
_____ Organization adapted to specific purpose
_____ Appropriate transitional phrases

III. Adaptation of Speech to Audience. . . . . _____
(+/-)

_____ Use of factors of attention
_____ Audience's interests, beliefs, values, and attitudes carefully considered
_____ Audience's attitude toward speaker and subject correctly analyzed
_____ Subject and purpose appropriate to the audience

IV. Developmental Devices. . . . . _____
(+/-)

_____ Examples, statistics, testimony and illustrations well-adapted to the audience
_____ Devices sufficient in number
_____ Devices properly distributed
_____ Appropriate relationship drawn between device and point it was designed to clarify, amplify or support

V. Delivery/Vocal Factors. . . . . _____
(+/-)

_____ Pleasing voice quality
_____ Variety in rate, pitch, force, etc.
_____ Adequate projection/loudness
_____ Clear articulation and accurate pronunciation
_____ Freedom from vocal distractions

VI. Delivery/Nonverbal Factors. . . . . _____
(+/-)

_____ Facial expressiveness and other gestures
_____ Good posture
_____ Good visual contact with audience
_____ Free and purposeful bodily movement

VII. Language/Wording of the Speech. . . . . _____
(+/-)

_____ Major ideas concisely stated
_____ Imagery abundant
_____ Grammar given due consideration
_____ Meaning invariably clear

VIII. Perceived Credibility of the Speaker. . . . . _____
(+/-)

_____ Speaker appears knowledgeable on the topic
_____ Appears as if he can be believed
_____ Appears at ease
_____ Appears likeable
_____ Appears appropriately outgoing

IX. Fulfillment of Specific Assignment. . . . . _____
(+/-)

_____ Observes time limit
_____ Speech of the type specified
_____ Speech accomplishes purpose (informs, persuades, etc.)
_____ Other rules established for the assignment followed

X. Conclusion of the Speech. . . . . _____
(+/-)

_____ Effectively summarizes the speech
_____ Effectively restates speech purpose
_____ Effectively comes to closure

TIME _____ TOTAL POINTS _____

EVALUATOR _____ DATE _____

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